



UNIVERSITY OF
BIRMINGHAM



The Jubilee Centre
for Character
& Virtues



WELLINGTON
COLLEGE

The **RIPPLE** Approach to Character and Wellbeing in Schools

The RIPPLE Approach to Character and Wellbeing in Schools provides a tool through which school leaders and teachers can structure, think through, and reflect on the integration of character education and wellbeing in practice. The approach encourages attention to various constituent and necessary elements of an integrated approach to wellbeing and character, namely: for students to be able to **R**ecognise, to **I**nquire, to **P**ractise, to **P**artner, to **L**ead, and to **E**mbod and flourish. Woven into the Approach are various enabling teaching and learning strategies, including: role-modelling, learning from stories, learning from moral exemplars, developing positive relationships with others – including through social action, drama/role-playing, reflection, and dialogue.



RIPPLE Stage	Example Virtue	Examples of Student Actions Across Caught, Taught and Sought
<p>Recognise</p> <p><i>Fostering self-awareness related to character and wellbeing.</i></p> <p>Where are students now in their character and wellbeing development, and where do they wish to be?</p> <p>How does this idea/concept/activity have meaning to students?</p> <p>What personal development goals do students have?</p>	<p>Intellectual Virtues</p> <p>Curiosity – Ask "Why do I feel this way?"</p> <p>Reflection – Recognise the diversity of abilities, interests and values one holds.</p>	<p>Engage with stories and narratives that highlight characters who are curious about their thoughts and feelings, and who are attentive to the character and wellbeing development of themselves and others.</p> <p>Reflect critically to increase self-awareness and identify when help and support is needed in relation to character and wellbeing development.</p>
	<p>Moral Virtues</p> <p>Honesty – Recognise strengths and areas for growth.</p> <p>Humility – Acknowledge specific constraints of one's individuality that are less malleable.</p>	<p>Seek out trusted adults and peers who can role-model and verbalise honest self-reflection about their own character and wellbeing development.</p> <p>Journal about personal strengths, challenges, emotions, experiences, and motivations (for example, through gratitude journaling).</p>
	<p>Civic Virtues</p> <p>Open-mindedness – Explore different perspectives on character and wellbeing.</p> <p>Mutual Respect – Recognise the richness of diversity.</p>	<p>Take part in active listening exercises and role playing activities that encourage perspective-taking.</p> <p>Seek out opportunities to learn about the day-to-day experience of others including those outside of our immediate communities.</p>
	<p>Performance Virtues</p> <p>Self-awareness – Identify emotions and the impact of actions.</p> <p>Diligence – Regularly reflect on thoughts, feelings, and actions.</p>	<p>Observe and learn from exemplars who demonstrate determination and effort in tackling challenging tasks.</p> <p>Undertake age-appropriate personality/character assessments (e.g., VIA Youth etc.) to increase self-awareness and as a formative tool for character and wellbeing development.</p>

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Inquire <i>Developing self-inquiry related to character and wellbeing.</i> What do students need to learn and do? What is my motivation and the motivation of students? Why do/should students care? How can students be/become more curious?	Intellectual Virtues Critical Thinking – Evaluate what contributes to character and wellbeing development. Intellectual Courage – Apply knowledge about what works for character and wellbeing development.	Engage with a ‘Curious Questions’ wall, where students post open-ended questions related to character and wellbeing. Participate in ‘Think Like a Philosopher’ workshops, exploring ethical and existential questions.
	Moral Virtues Courage – Take ownership of actions and hopes for the future. Forgiveness – Practise forgiveness (for self and others) where past events are impacting character and wellbeing development.	Gain insight from group discussions/debates around forgiveness and its impact on wellbeing. Set courageous personal goals that are challenging and meaningful for character and wellbeing development.
	Civic Virtues Engagement – Explore how character and wellbeing development links to wider current social issues. Justice – Strive for fairness and equality for self and others.	Reflect on what makes a “good” society – looking at diverse cultures, governance, and social justice movements. Seek out opportunities for community service or volunteering and reflect on the impact on the character and wellbeing development of themselves and others (the double benefit).
	Performance Virtues Perseverance – Build resilience and resourcefulness through effort. Self-regulation – Make a choice to do something or not do something in the moment.	Celebrate exemplars who have modelled resourcefulness and self-regulation in the face of adversity. Try new activities and experiences that challenge comfort zones and build resilience.

RIPPLE Stage	Example Virtue	Examples of Student Actions Across Caught, Taught and Sought
Practise <i>Experimenting with different approaches to character and wellbeing.</i> How do, and can, students... <ul style="list-style-type: none"> ...connect with others? ...prioritise what is important to themselves and their communities? ...view themselves as active citizens? 	Intellectual Virtues Reason – Use a reasoned approach to looking after own character and wellbeing development. Intellectual Humility – Accept the limits of one’s own knowledge and understanding.	Engage with experiences and activities (e.g. moral dilemmas) to support the understanding and development of practical wisdom (<i>phronesis</i>). Practise ‘active listening’ in conversations and debates to explore viewpoints alternative to one’s own.
	Moral Virtues Compassion – Respond to others, and self, with care and kindness. Gratitude – Consistently feel gratitude for the support of others and appreciate life’s good things.	Contribute to a ‘Random Acts of Kindness’ wall to reinforce moral action and provide examples of character in action. Understand practices related to the ‘Five Ways to Wellbeing’ and other evidence-based approaches such as gratitude journalling.
	Civic Virtues Fairness – Listen to others’ perspectives and attempt to resolve conflict. Citizenship – Understand and address needs and question injustice, learning to disagree agreeably.	Engage with and challenge representatives and community leaders on questions of fairness. Learn how to employ restorative approaches to repair examples of injustice and/or harm after conflict.
	Performance Virtues Self-control – Understand own values and form habits accordingly. Patience – Look after wellbeing through sustained effort and understand change takes time.	Experience environments that reward perseverance and effort whilst developing an understanding that change takes time. Share character and wellbeing development goals with peers for mutual accountability.

RIPPLE Stage	Example Virtue	Examples of Student Actions Across Caught, Taught and Sought
Partner <i>Viewing character and wellbeing development as a collective practice.</i> How do students learn to support others? How is students' personal wellbeing connected to community wellbeing? How do students make the link between their character and their wellbeing?	Intellectual Virtues Reflection – Learn from collective experiences. Pro-activity – Take the initiative to support collective character and wellbeing development.	Experience taking part in structured discussions related to wellbeing, for example, Socratic seminars. Set up peer-led wellbeing support groups where peers can reflect in a safe space and focus on their collective wellbeing.
	Moral Virtues Empathy – Strengthen group relationships through understanding. Kindness – Help others in need.	Learn about the different forms of kindness (emotional, practical, relational, social etc.). Volunteer for local projects or community wellbeing events that strengthen relationships and help others.
	Civic Virtues Service – Take action to improve school or community wellbeing. Social Action – Share time and expertise in collaborating on collective goals.	Connect with others through collaboration on school character and wellbeing projects (e.g., class wellbeing campaigns). Train as peer mentors or wellbeing champions to support others with wellbeing.
	Performance Virtues Tenacity – Encourage others to engage in character and wellbeing development practices and help with barriers. Optimism – Cultivate a hopeful and optimistic approach.	Observe others responding positively to setbacks in group work, such as redoing a project after receiving feedback. Seek out opportunities to work with different peers on group tasks and learn to adjust to various working styles.

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<p>Lead</p> <p><i>Taking a lead on character and wellbeing development for self and others.</i></p> <p>What structures and activities can be put in place to support sustained efforts in character and wellbeing development?</p> <p>How can students become character and wellbeing leaders of tomorrow?</p>	<p>Intellectual Virtues</p> <p>Creativity – Use innovative thinking to create sustainable wellbeing solutions.</p> <p>Intellectual Ambition – Set high standards for self and strive for improvement.</p>	<p>Reflect on inspirational leadership case studies to understand the high standards set by others.</p> <p>Learn critical thinking skills to enable informed decision making and set aspirational self improvement goals.</p>
	<p>Moral Virtues</p> <p>Honour – Lead with ethical and compassionate decision-making.</p> <p>Justice – Become aware of contextual factors impacting individual starting points.</p>	<p>Use current affairs to highlight ‘calls to action’ related to justice and fairness issues in the local and international community.</p> <p>Understand leadership theories (such as servant, authentic, transformational) and recognise how they impact people’s wellbeing.</p>
	<p>Civic Virtues</p> <p>Co-operation – Work with others to promote socially responsible action advocating for the many.</p> <p>Civility – Role model ethical forms of leadership that rely on civil discourse and respect.</p>	<p>Learn about advocacy projects and justice movements related to character and wellbeing.</p> <p>Seek out different approaches to civic leadership and explore their impact on character and wellbeing development.</p>
	<p>Performance Virtues</p> <p>Resilience – Stay committed to long-term change despite setbacks.</p> <p>Resourcefulness – Continually strive towards character and wellbeing development goals by drawing on a range of resources.</p>	<p>Contribute to campaigns where students take the initiative to address performance-related stress, such as implementing mindfulness practices.</p> <p>Draw on own resources and those resources available, including those sought out, to enhance character and wellbeing and to overcome challenges.</p>

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Embed <i>Making character and wellbeing a way of life.</i> How can character and wellbeing be integrated into a way of life? How can students learn knowledge, skills and habits of character and wellbeing that equip them for a lifetime?	Intellectual Virtues Practical Wisdom – Learn to sustain personal and social flourishing through <i>phronesis</i> . Intellectual Integrity – Balance using evidence based strategies with lived experience.	Introduce moral/ethical dilemmas encouraging discussion and reflection on situations requiring a moral/ethical response. Discuss how to incorporate character and/or wellbeing strategies and theories into everyday life and as daily practices.
	Moral Virtues Integrity – Live a life guided by ethical personal and collective values. Awe – Encourage exploration and discovery to find moments of awe that have a positive impact on character and wellbeing.	Discuss with teachers, mentors and peers the challenges of living a virtuous life. Ask self-searching questions like, "What is the right thing to do?" when faced with a situation where values are tested.
	Civic Virtues Equity – Create inclusive, thriving environments where fairness prevails. Social Altruism – Selflessly care about the welfare of others as well as taking care of own wellbeing.	Witness structured debate where civic leaders are questioned on issues such as fair treatment and inclusivity. Learn about and enact altruism through giving and kindness to others.
	Performance Virtues Purpose – Align character and wellbeing development with long-term goals. Confidence – Continue to refine character and wellbeing development practices and have a belief in one's own capacity to take the right action.	Understand varying theories of purpose that have strong cultural roots, e.g. the Japanese ideal of Ikigai. Aspire for personal growth and wellbeing as a way of life through methods such as goal setting and critical reflection.